EDUQ
8870796

Integrated Studies in Elementary School

Québec

Niveau(x) d'enseignement: 3 Numéro EDUQ : 0870796
Centre d'intérêt: 520

Integrated studies in elementary school / Direction générale des programmes. -- [Québec] : Ministère de l'éducation, c1986.
v, 58 p. ; 28 cm.

Code: 0889-501 ; 16-0000 ; 13A. Bibliogr.: p. 57-58.

ISBN 2-550-14439-2

Vedette(s)-secondaire(s): Québec (Province) Ministère de l'éducation. Direction générale des programmes

Descripteur(s): Intégration des matières * Organisation pédagogique * Pratique pédagogique * Guide pédagogique * Primaire (Ordre d'enseignement)

L'intégration des matières est une approche pédagogique bien adaptée aux exigences des nouveaux programmes du primaire. Le document présente les résultats d'un groupe de travail qui a discuté le sujet et essayé d'inclure quelques-unes des approches d'intégration expérimentées par les enseignants. Le document contient: 1. une discussion des problèmes pratiques que les enseignants rencontrent chaque jour; 2. une définition de l'intégration des matières et un résumé de ses caractéristiques; 3. des exemples de ce qu'est l'intégration des matières en pratique; 4. des considérations sur les avantages, les limites et les exigences de l'intégration des matières; 5. des suggestions pour commencer cette nouvelle approche; 6. une grille pour l'auto-évaluation des pratiques pédagogiques.

Type de document: d

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Direction générale des programmes

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Ministère de l'Éducation, 1988

ISBN 2-550-14439-2

Legal Deposit – Third Quarter 1988
Bibliothèque nationale du Québec

FOREWORD

Integrated studies[1] are an approach to curriculum and instructional planning considered to be particularly well adapted to the educational requirements of the new programs. This document is intended to provide information for teachers and other educators working in the Québec school system which will facilitate reflection and experimentation in the area of integrated studies.

This document cannot provide all the answers to questions raised by integrated studies. It is intended instead to present the results of the work of one group which has discussed the subject and attempted to incorporate some of the approaches to integrated studies suggested by teachers working in the field.

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[1] The French term "intégration des matières" has been translated as "integrated studies" on the basis of the following definitions: "[Integrated studies] is a way of organising learning in which engagement within an activity or problem draws upon more than one subject or discipline." P.J. Hills, ed., A Dictionary of Education (London: Routledge and Kegan Paul, 1982), and "Integrated studies: Studies involving and linking work in different school subjects." G. Terry Page, J.B. Thomas and A.R. Marshall, International Dictionary of Education (Cambridge, Massachusetts: MIT Press, 1980).

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INTRODUCTION

The statement of aims and values for the Québec school system contained in The Schools of Québec,[1] the introduction of new programs reflecting recent developments in various disciplines, new theories of learning, and technological change and its effects on young people in the eighties have together created a major challenge for elementary and secondary school teachers, a challenge which could be stated as the need to harmonize their concerns and their methods, and the interests and ways of learning of the students with the knowledge, skills and attitudes contained in the new programs.

This challenge is particularly evident in the areas of instructional planning and organization of teaching. These aspects of teaching are explored in this document. Since it is not possible to cover all facets of the problem, the discussion is limited to one approach, integrated studies.

While various aspects of integrated studies, students, teachers and programs could be looked at, the problem will be approached in this document from the perspective of program objectives and the organization of teaching. The learning process itself (i.e. how the student assimilates the knowledge and skills contained in the new programs), and

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[1] Québec, ministère de l'Éducation, "The Aims and Objectives of Public Education," Chapter 2 of The Schools of Québec: Policy Statement and Plan of Action, Code 49-1070A (Québec: ministère de l'Éducation, 1979).

formative evaluation (evaluation done in the course of a learning activity) will not be discussed here. For information on these aspects of teaching, see **Learning... Teaching... and the New Programs**[1] and **Formative Evaluation: General Introduction.**[2]

It should also be mentioned that this document does not attempt to rank or choose among the many different definitions and nomenclatures used in discussions of integrated studies. As stated above, it is intended rather to be an instrument for reflection and a starting point for experimentation. The document contains:

- A discussion of practical problems which teachers face every day, problems for which they often turn to integrated studies as a possible solution;
- A definition of integrated studies and a summary of its characteristics;
- Examples of what integrated studies are in practice and in the experience of elementary school teachers;
- Considerations of the advantages, limitations, and requirements of integrated studies;
- Suggestions for how to "get started" in integrated studies.

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[1] Québec, ministère de l'Éducation, Direction générale du développement pédagogique, Code 16-3000-08A (Québec: ministère de l'Éducation, 1984).

[2] Québec, ministère de l'Éducation, Direction générale du développement pédagogique, Code 16-7220-01A (Québec: ministère de l'Éducation, 1987).

- A scale for "self-assessment" of teaching practices.

It is hoped that this document will help teachers relate their own teaching practices to the concept of integrated studies, and encourage them to experiment with this approach.

1. BACKGROUND AND DEFINITION

Why Integrated Studies?
Problems Faced by Teachers

The idea of integrated studies is not new. Freinet, Dewey and Decroly have each dealt with the concept. In Québec, during the fifties, the use of themes or interest centres was encouraged as a form of integrated studies. Later, the series of documents entitled School, A Living Environment[1] discussed the idea in the context of individualized teaching, and suggested the organisation of meaningful activities incorporating the objectives of several programs.

What is new is the amount of discussion now taking place. Many groups and individuals have shown interest in integrated studies. The Conseil pédagogique interdisciplinaire québécois has held several conferences on the question. The

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[1] Québec, ministère de l'Éducation, School, A Living Environment (1): Elementary, Code 12-2033A (Québec: ministère de l'Éducation, 1971).
Québec, ministère de l'Éducation, School, A Living Environment (2): Elementary, Code 16-6203A (Québec: ministère de l'Éducation, 1976).
Québec, ministère de l'Éducation, School, A Living Environment (1): Comprehensive Secondary School, Code 12-2022A (Québec: ministère de l'Éducation, 1971).
Québec, ministère de l'Éducation, School, A Living Environment (2): Comprehensive Secondary School, Code 12-2024A (Québec: ministère de l'Éducation, 1974).

Conseil supérieur de l'éducation[1], as well as many teachers, have suggested integrated studies as one possible solution to certain of their concerns. There is nothing new in such exchanges, but discussion has intensified with the publication of the many new programs, programs which are more detailed and specific in some areas, with learning objectives underlying the acquisition of knowledge, skills, and attitudes. These new objectives derive from The Schools of Québec,[2] which focuses on the importance of the overall development of the person, i.e. the development of the intellectual, emotional, social, physical, and spiritual (religious and moral) facets of each individual.

Faced with this educational task, teachers have asked themselves many questions with regard to:

- the overall development of students and the instruments they have at their disposal to help their students develop:

> We're asked to work towards the overall development of students, and told that they do not learn things in bits and pieces. But the tools they give us are compartmentalized. On the other hand, there's a lot of overlap in the objectives. The same objectives are repeated from program to program. Isn't there some way of bringing everything together? How do I go about ensuring the overall development of the student?

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[1] In an April 1982 publication entitled **Le sort des matières dites secondaires au primaire**, the C.S.E. invited teachers, the Ministère and the school boards to turn to integration of studies as a solution, for example, to the time management problems which have resulted in almost totally eliminating the teaching of "secondary" subjects in elementary school.

[2] Québec, ministère de l'Éducation, Code 49-1070A (Québec: ministère de l'Éducation, 1979).

> What's more, there are a lot of programs, and there are a lot of objectives in each program. They give us more subjects to teach, but don't give us more time to teach them. How do I do it? How do I organize things to handle everything?[1]

- the development of students' motivation and interest:

> Young people today are accustomed to getting a great deal of information from all kinds of exciting and visual sources (for example, from television and computers). How do I teach them a subject while sustaining their interest and motivation? How can I compete with video games, Madonna and comic books?

- creativity, and the wide variety of learning contexts which teachers must have in order to comply with the spirit of the new programs:

> The new programs all say that meaningful learning contexts are required to stimulate learning. With so many learning objectives, how do I develop enough learning contexts? Is it realistic? And what about all the time it takes to get an activity under way?

- the contradiction between social pressures on the one hand, and the concerns and directives of the education system on the other:

> On the one hand, parents and the general public judge the quality of my teaching on the basis of students' results in French Mother Tongue, but they mainly base their judgement on the students' spelling. They aren't concerned much with communication and reading skills.... On the other hand, the ministère de l'Éducation, education consultants

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[1] Comments from teachers during discussion sessions on integration of studies organized as part of the production of this document. (These citations are free translations.)

and bodies such as the Conseil supérieur de l'éducation say all subjects are important, and I should cover everything and emphasize the development of skills and not just the acquisition of knowledge. Who do I listen to? How do I put it all together?

Are Integrated Studies a Panacea?

The teacher's dilemma has many sources. One important one is the plan for educational renewal called for by the government in The Schools of Québec. This policy statement and plan of action set forth the development of the whole person as one aim of the Québec school system. The accumulation of knowledge in various disciplines is not the sole objective of education. In the new programs, this orientation means that the related content is presented as a means to develop the skills and attitudes inherent in a discipline. The various objectives are aimed at helping students to acquire more skills, and become autonomous, creative, and responsible individuals.

The new programs favour teaching approaches focusing on learning contexts that confront students with the kind of problems they will have to solve in daily life by making use of techniques and knowledge from every field of human endeavour.

By emphasizing activities requiring the use of practical skills, such as problem-solving, the discussion of issues, and projects, integrated studies can facilitate the planning of more concrete learning contexts and learning activities. It makes possible the simultaneous use of the content of several disciplines or subjects to deal with real life situations, whether these are used as meaningful stimuli, as instruments or procedures for solving problems, or else as the knowledge required to carry out a project.

It should be noted, however, that integrated studies cannot in themselves bring about the development of autonomous, aware, and responsible individuals. Teachers should also make use of other resources, such as student services, the parents and the community, and other means, such as the involvement of students in the educational project.

In the area of time management, special measures need to be taken to ensure that all the subjects prescribed for elementary school are covered.

In summary, while there are advantages to this type of planning, there are also limitations. The advantages, limitations, and requirements of integrated studies are discussed in Chapter Two. It is necessary, however, to first clarify the term "integrated studies" as it is understood here.

Integrated Studies: Definition

Within the context of the limitations mentioned above, integrated studies can be defined as a way of planning and organizing teaching in which teachers use their knowledge of the various programs they will be covering with a given class of students to develop learning contexts in which objectives from two or more subjects are pursued. Objectives are interrelated by the teachers, either during the planning stage, or through a more open approach (spontaneous integration). These links between subjects permit teachers and students to approach a question from various points of view, while working towards the attainment of objectives in different subjects.

Or, according to one teacher's definition, integrated studies are:

> ...the art of combining subjects without confusing objectives, to consolidate learning on the basis of a common problem posed by the teacher.[1]

The means of integrating studies are various, and range from an approach in which the objectives of each discipline retain their primary importance and are merely linked together in the study of a common theme, to an approach in which the objectives of the individual disciplines provide the means of reaching a broader, more general goal.

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[1] Louisette Béliveau, unpublished document (This citation is a free translation).

2. EXAMPLES

ADVANTAGES, REQUIREMENTS, AND LIMITATIONS

Integrated Studies: Examples

The following pages present examples of lesson plans for elementary school. For each example, the reader will find information on objectives and on activities planned to attain those objectives.

The teachers who developed these examples emphasize that they are not definitive. It is essential, however, to be aware of their experience. It permits us to see how integrated studies work in a real classroom situation. The examples also illustrate the dynamic nature of the concept, i.e. the different ways in which it can be actualized, and could serve as starting points for discussions on the practical aspects of teaching integrated studies.

Lesson Plan for Grade Two
TITLE: On the Way to School

Educational Aims: To help students develop the following skills:

Social Sciences:

1. To identify different ways in which society helps him/her to satisfy his/her own needs. (3.1)

2. To describe, through fieldwork, the route taken to go from one place to another in the local school environment, using a plan or map, identifying landmarks, and giving the directions followed. (1.3)

3. To identify some physical and man-made features of his/her local environment. (1.1)

English Language Arts:

In the context of explaining his/her community:

1. The student will view English as a dynamic and living language:
   - by responding to wide variety of listening activities,
   - by engaging in the variety of interactions that talking makes possible,
   - by responding to a wide variety of print in meaningful contexts (e.g. instructions, stories),
   - by engaging in the process of writing a variety of forms (e.g. letters, stories, invitations).

2. The student will recognize the importance of interacting with peers and others:
   - by listening and responding for specific purposes,
   - by participating in purposeful informal speaking situations,
   - by reading and responding to written material for specific purposes,
   - by communicating ideas and feelings in written form.

3. The student will develop effective language-thinking strategies:
   - by hearing, responding to and making sense of messages in a variety of language registers (e.g. formal, informal, colloquial),
   - by using various language registers and judging the effectiveness and appropriateness of specific oral communications (e.g. informing, explaining, problem solving, interviewing, discussing, describing),
   - by responding to and making sense of messages in a variety of written texts (e.g. locating and using information, recording and reporting),
   - by using various strategies to generate, to order, and to expand ideas in a variety of written forms (e.g. brainstorming, writing for self and others, recording and reporting).

4. The student will construct his/her view of the world:
   - by responding to the oral communications of others and assessing the interaction,
   - by using his/her individual voice and viewpoint in all oral communications,
   - by accommodating an author's message in the confirming or reshaping of his/her own expression and response,

- by using his/her individual voice and viewpoint in all written communications.

5. The student will develop an appreciation of the use and potential of the English language:
   - by responding to language cues (e.g. forming sensory images and drawing conclusions by using pertinent evidence),
   - by using the English language effectively and appropriately (e.g. reporting, interviewing, seeking and responding to feedback),
   - by enjoying, and making judgments about written materials,
   - by using written language.

Mathematics:

GEOMETRY:

1. To identify elements of physical space:
   solid, plane, line, point.

2. To classify solids.

MEASUREMENT:

To estimate and measure the length of an object in centimetres and decimetres.

SETS AND RELATIONS:

To construct a set and list the criteria for belonging to the set.

OPERATIONS:

To know when and how to add.

Main Activities:

Activity 1: "Our Community"

- Students in groups should be encouraged to tell classmates what they see on the way to school: natural features, commercial buildings, houses, and so forth. (Social Sciences, Oral English).
- The whole class pools their ideas and the teacher makes a list on the chalkboard. Students then classify the ideas (Mathematics: sets).
- Students should be encouraged to make sure that all services located near the school have been included in the subset "services."
- Finally, students should take a walk around the local community in order to verify their information.

Activity 2: "What information would we like to have on these services?"

- Prepare the children with a few questions. For example, "Did this service exist when my parents were my age?" "Who pays for this service?"
- The children survey their parents and/or people working in these services. (English: oral, reading, writing, speaking).
- Write thank-you letters to people who provided information and/or invitations to people to come to talk to the class about the service they provide.
- Discuss the following questions:
"Who would be interested in the information which has been gathered? Other students? Parents? The people we have surveyed?" As a group, make posters with illustrations and one or two phrases to interest people in using the service or to encourage people to show

respect for those who provide it. (English Language Arts, Visual Art).

Activity 3: Where do I live? (English Language Arts: writing, reading)

- Each student writes down in a logical sequence his/her route to school. Students may include a simple map illustrating their route to school. (English Language Arts, Social Sciences)
- Display the routes and encourage students to read each others' maps and figure out where various children live.

Activity 4: "Room with a View"

- To show parents what can be seen from the classroom window, the students complete an illustration by drawing elements described in a written text. (English Language Arts, Social Sciences, Visual Art)

Activity 5: "Model of the School and Surroundings"

- This is a class project in which all students participate in designing, developing, and contributing to a model of the community.
- The students:
  - design the community plan on cardboard, a sheet, or a piece of carpet, and decide what buildings need to be constructed and what other features should be included.
  - make solids (cylinders, cones, cubes, pyramids, prisms) from outline shapes which they cut and assemble following written instructions. (English Language Arts, Geometry, Measurement).
  - classify the solids that have been made to represent homes and services. Name properties: number of edges, vertexes, faces. Compare and list differences and

similarities. Classify elements in sets. (Set Theory)

- decorate and assemble solids to represent their own homes, and the houses and apartments near the school (Visual Art: folding and shaping, gluing).
- design doors, windows, chimneys, street numbers, etc. There are many possible problems on the number of elements, the quantities required, the order of numbers, etc. (Mathematics: operations)
- place the models on cardboard, on a sheet or on the back of a carpet, and draw a map of the local community. (The teacher could assist the children with the drawing.) Letter carrier game: students write addresses on envelopes and deliver letters to the proper locations (reading, writing, Social Sciences, numbers).

- Car game: The students write out routes that can be followed on the community model. Each player takes a map and follows the directions by moving the model cars and people.
- Traffic safety: Using the community model and toy cars and paper people, safety rules can be discussed.

Duration of the project: 2 or 3 weeks

TEACHER'S COMMENTS:

"It was a very interesting experience. But it's difficult to put into words in a few pages...."

Lesson Plan for Grade Three
TITLE: My Community and I

Teacher's Objectives:

To motivate the students to acquire the various concepts, attitudes, or skills inherent to a set of general objectives: Social Studies, Natural Science, Personal and Social Education, Drama, Visual Art, Mathematics and English Language Arts (planning for one month).

Means Chosen:

- Theme: My Community and I
- Two projects: A mural and a scale model of the community around the school.

General Planning:

- Choice of educational objectives
- Schedule of the various steps in the process:
  - Gathering of information;
  - Organization of collected information;
  - Making a mural, or doing written or oral communications on the community around the school;
  - Learning activities based on collected material;
  - Evaluation of the degree of attainment of the various objectives.

Detailed Planning:

Various means and activities used to attain the objectives are presented below:

	ACTIVITIES	
	GENERAL	SPECIFIC
Before beginning the project (teacher)	- drawing the streets of the local community on the mural or the model base	• studying a map with the streets drawn
1. Gathering of information (whole class, individual, team)	- outing by the whole class around the community	• selecting the streets individual students wish to study
		• forming work teams on the basis on the students' choices
	- designing an information chart: "What information would be useful for making the mural or the model, and for getting to know the local community?" (architecture, people, history, geography, services)	• on-site visit: completing the information chart for their part of the community by team
		• discussing the team work: "How to work successfully in a team."
	- preparing a questionnaire for the residents and service people of the community (past events, or particular facts about the inhabitants of a house or street)	• distributing questionnaires
		• collecting the completed questionnaires

	ACTIVITIES	
	GENERAL	SPECIFIC
2. Organising information (whole class)	- making a class album to classify the information, photos, drawings, various texts.	• classifying information according to the following categories: - architecture - existing services - natural features - people - animals - events (past, present, future)
3.1 Making the mural (whole class, team)	- reproducing in two dimensions the various elements of the community	• acquiring of certain knowledge and skills needed to make the mural or the model - square, triangle, rectangle, circle - appropriate measurement units - numbers from 0 to 1000 - review of basic operations: +, -, x, ÷ • drawing, cutting out and gluing of the various elements representing each part of the community on the mural
3.2 Making the model (team)	- reproducing the elements of the local community in three dimensions	• reproducing in modelling clay or plasticine, cardboard, clay, etc. of the various elements of the community

	ACTIVITIES	
	GENERAL	SPECIFIC
3.3 Analysis of the questionnaire (Whole class)	- classifying the collected data as: • past • present • future	• transcribing the data into the class album (see 2. Organizing Information)
3.4 Oral communication (team)	- recording an oral communication on tape: "What we have discovered in the local community." (The communication should last 5 minutes and contain everything necessary to give students who have not visited the area a good image of the community.)	
3.5 Written Essay (individual)	- writing of two texts on the experience	• a report on the theme (one page) • an essay on one of the following: - What I have learned in the various activities. - What I have learned about team work. - If I did it again, how would I improve my work?

	ACTIVITIES	
	GENERAL	SPECIFIC
4. Learning activities based on collected material	- activities in Mathematics	• based on street numbers: - odd, even numbers - numeration • based on the model or mural: - sets - geometric shapes - measurement
	- activities in English Language Arts	• oral communication: - storytelling - reporting - conversing - rehearsing - discussing - recording - generalizing - hypothesizing • written communication: - non-fiction - content material - magazines - lists - notes - reports - stories - journals
5. Evaluation	- verifying attainment of objectives through a series of observations or - using what the students have produced to evaluate skills and attitudes	

Integrated Studies:
Advantages, Limitations and Requirements

Those who have been experimenting with integrated studies as a means of planning and organizing their teaching, and those who have done research on the subject have found that while integrated studies have many advantages, they also have many requirements and limitations. The importance accorded different elements varies according to points of view and frames of reference, but everyone agrees that it is the students who benefit the most from this method of teaching.

Integrated studies provide meaningful learning contexts designed to encourage students to become more involved in and take more responsibility for their own learning. Learning contexts are all the more meaningful when they draw on various facets of everyday life and the students' interests. This approach will therefore result in learning that is more integrated and more firmly founded in reality.

Table 1 provides a summary of the advantages, requirements and limitations of integrated studies with regard to learning and teaching. Table 2 reviews these factors with regard to the teacher and the student. This summary is by no means exhaustive and the elements have not been presented in any order of priority. Users of this document are invited to reflect on these elements and expand on them from their own experience.

Table 1

Advantages, Requirements and Limitations
on Integrated Studies with Regard
to Teaching

THEMES	ADVANTAGES	LIMITATIONS	REQUIREMENTS
1. LEARNING AND TEACHING	Integrated studies: - facilitate the students' development of basic skills when used to carry out projects or solve problems related to everyday life, e.g. work methods, capacity for analysis, synthesis, creativity. - promote greater involvement of students in their learning, e.g. during spontaneous planning, students supply problems to be solved, questions to be dealt with, or else, in the course of problem solving and projects, students do research, bring in materials, present findings, etc. - permit students to remain motivated, interested and open to pursuing their learning. - facilitate access to further resources, including the children's own resources, e.g. a student who is particularly motivated by a topic or project becomes a resource for his/her classmates, does research, finds material, involves his/her parents, etc.	Integrated studies:	Integrated studies: - require that teachers have clear intentions, i.e. that the objectives that students are to attain are clearly identified. - require appropriate observation checklists to measure the mastery of basic skills.

Table 1
(continued)

THEMES	ADVANTAGES	LIMITATIONS	REQUIREMENTS
1. LEARNING AND TEACHING	**Integrated studies:** - help to put learning in context and give it meaning and significance; students learn why they are carrying out certain activities. - help students see the progression and the logical sequence of their learning, making them more conscious of the goals of their studies. - facilitate the internalization of learning since they promote understanding and transfer of learning between the objectives of two or more subjects. - save time in carrying out activities, e.g. several subjects (and several objectives) can be covered in one topic or one project.	**Integrated studies:** - do not eliminate the need for specific learning activities to master techniques and acquire certain specific knowledge, or else to relieve pressure on the teacher and some students. - teaching material adapted to the requirements of integrated studies is rare or nonexistent. - involve so many interests, questions, and tangents that it is difficult to define problems or restrict the topic or project. - require more time spent in planning to save time in class.	**Integrated studies:** - require skill in finding learning contexts and motivational activities that correspond to the students' interests and their level of development. - require a good knowledge of each program, i.e. of the objectives, disciplinary approach, learning indicators, and specific elements of each program. - require a good knowledge of the objectives prescribed for the particular age group, and for the previous and subsequent years in order to adapt to the characteristics of the students. - require considerable investment of time in planning, research, and production of appropriate teaching materials.

Table 2

Advantages, Requirements and Limitations
on Integrated Studies with Regard
to the Teacher and the Student

THEMES	ADVANTAGES	LIMITATIONS	REQUIREMENTS
	Integrated studies:	Integrated studies:	Integrated studies:
1. TEACHER AND STUDENT	- permit teachers to experiment with various facets of their role as coordinator, organizer, discussion leader, facilitator, etc. - permit teachers to explore their own interests and share them with the students. - permit teachers to develop their ability to lead group discussions and activities. - stimulate student interest, motivation and participation, thus facilitating teaching. - promote improved communication and better relations between the student and his/her classmates, and between the student and teacher, particularly when carrying out projects linked to their own interests, e.g. mutual assistance, and sharing of responsibilities.		- require an open, democratic attitude towards the students, their interests, their needs, and their questions. - require that teachers have identified and developed their own interests (in order to have something to "invest" in the students). - require the development of creativity in subjects considered less important by the teachers. - require being open to the use in class of outside resources. - imply a concern for and consciousness of the importance of personal relations on scholastic performance.

TABLE 2
(continued)

THEMES	ADVANTAGES	LIMITATIONS	REQUIREMENTS
	Integrated studies:	Integrated studies:	Integrated studies:
1. TEACHER AND STUDENT	- are in harmony with the natural process of learning. In daily life, children do not learn in a piecemeal fashion. They learn by relating and exploring the various aspects of reality.		- require adaptability and flexibility on the part of teachers.
	- help to motivate children who learn more slowly or have learning difficulties.	- cannot, in themselves, solve the problems of students experiencing difficulties.	

3. WHERE TO START?
CONCLUSION

Integrated Studies: Where to Start?

Teachers who wish to experiment with this planning and organising process can start gradually. They should first of all become familiar with certain elements including:

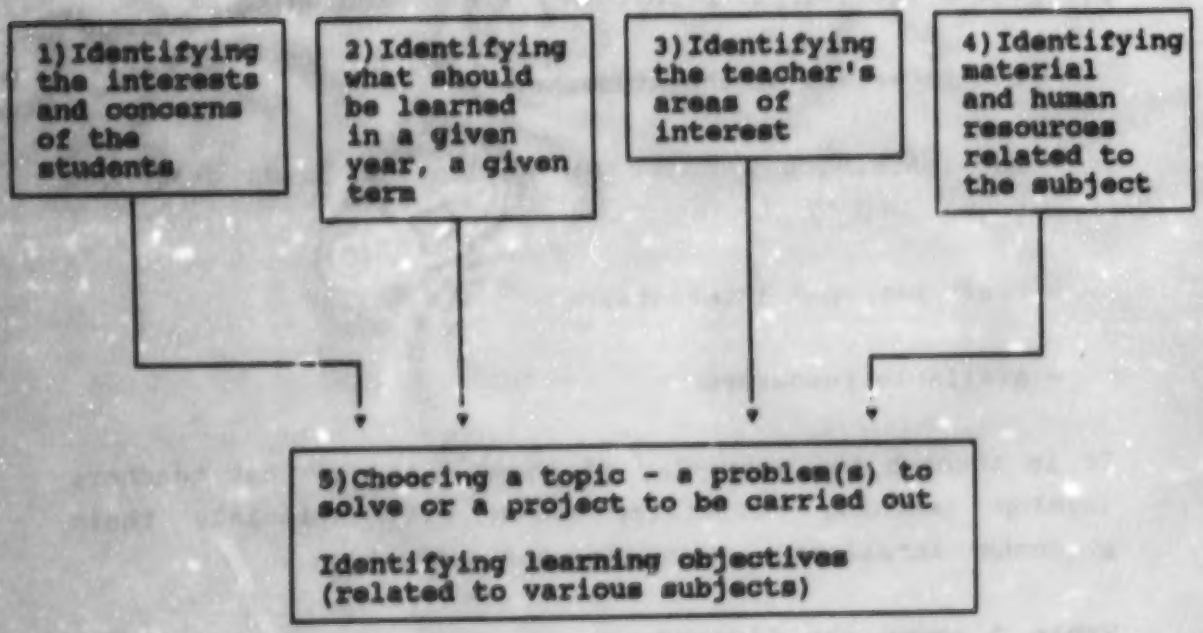
- the interests of the students,
- the learning objectives for students of their grade (as prescribed by the programs),
- their personal interests,
- available resources.

It is through the interplay of these elements that teachers develop learning activities which will stimulate their students' intellectual faculties and motivation.

Table 3 shows the kind of process that a teacher might go through in implementing integrated studies.

Table 3

Steps in the Process of Familiarization with Integrated Studies


1) Identifying the interests and concerns of the students
2) Identifying what should be learned in a given year, a given term
3) Identifying the teacher's areas of interest
4) Identifying material and human resources related to the subject
5) Choosing a topic - a problem(s) to solve or a project to be carried out
Identifying learning objectives (related to various subjects)

It should be noted that the order of steps 1 to 4 suggested here could be changed as needed. What is important to understand is the type of information which needs to be collected before determining the learning activities to be offered the students as part of any process of integration of studies.

The purpose of step 1, identifying the interests and concerns of the students, is to determine potential areas of study or

themes for learning activities. Since these themes and concerns are identified in collaboration with the students, the teacher can expect greater participation from them when the activities are carried out.

In addition, since the children are not learning piecemeal and since their areas of interest are not compartmentalized, teachers have many and various possible avenues to follow in identifying the various disciplines related or connected to student interests in a given subject area. For example, teachers wanting to find a simple way to involve the students could initiate an informal discussion at the end of the day. Starting from open questions, they could invite students to identify subjects they would like to study or research, what kinds of questions they have about certain subjects, and so forth.

Step 2, identifying what should be learned in a given year or term, is a prerequisite for any lesson planning, whether for a single discipline or for integrated studies. With integrated studies, however, it is essential for teachers to have an overview of the programs, in particular the various objectives and disciplinary approaches for all of the subjects for which they are responsible. There are instruments available to facilitate this "analysis of the programs." These include the "yearly plans" and the program breakdowns done by some school boards.

Once teachers have an overview of the programs, they should then determine what learning objectives they plan to pursue with students in projects and learning activities. It would also be useful to identify the links among the various objectives chosen from the various subjects. This stage is essential. It permits teachers, at the end of this process,

to have a clear idea of the teaching objectives they wish to pursue through the learning activities they are developing. Having clear objectives will facilitate the teaching task, particularly with regard to evaluation.

In step 3, teachers identify their areas of interest. The accounts of teachers with experience in integrated studies indicate that it is much easier to implement the integrated studies approach when teachers incorporate themes that interest them and that are related to their own concerns. The more a teacher likes or values a particular topic (whether it is a school subject, a discipline or one of his/her personal interests, the more he/she will feel confident about opening that subject or theme to exploration by the students and to the establishment of links with other disciplines. It is therefore important for teachers to clearly identify their own interests and to take these into account when selecting a topic or project.

Step 4 can constitute a stumbling block when teachers are introducing integrated studies. It deals with the availability of material and human resources that can be used in integrated studies.

Since teaching material appropriate for "interdisciplinary studies" is rare, it is important for teachers who wish to apply the integrated studies approach to identify, along with the students in their classes and their colleagues, existing (and available) resources on the subjects they intend to explore with their students.

Teachers' accounts of their experiences show that it is important to develop a collector's mentality, i.e. learn to gather all relevant documentation on the various subjects

that might be involved in integrated studies activities and projects.

In step 5, teachers, on the basis of the information gathered during the four previous activities, choose a topic or project to be carried out, and the learning objectives they intend to pursue with their students.

It should be noted that the process suggested here can be used at first in a limited way, then in more and more complex ways, for example, by including objectives related to the development of intellectual and emotional skills.

Along the way, teachers should increase their knowledge of the learning process, i.e. how children learn, how they develop intellectual and emotional skills, and how they acquire mastery of cognitive operations that permit them to develop the range of their knowledge and the various facets of their personalities.

Teachers should also increase their knowledge of each subject for which they are responsible in order to avoid losing sight of the specificity of each subject — one possible pitfall of the generalized use of integrated studies as a method of planning and organizing teaching. As mentioned above in the chapter on the limitations of integrated studies, there is an ongoing need for teachers to acquire and increase their knowledge, on a single-discipline basis, of different aspects of a subject.

CONCLUSION

In conclusion, it should be emphasized that integrated studies are not an end, but rather a means of developing the potential of each child. As Pierre Angers and Colette Bouchard wrote:

> The educational activity called integrated studies, seen and experienced in this way, is an original and creative human accomplishment. Its purpose is to enable students to learn to read, to write and to count, and to learn sciences, languages, and history, but at the same time, it is also aimed at permitting students, as they learn, to develop a higher level of intellectual, moral, and religious development. It brings into the classroom forms of learning that call upon experience and creativity, rationality and responsibility. It is a style of learning, and of teaching, which is demanding for both students and teacher since it requires initiative, creativity, and critical thought. It is also a style of learning and of teaching which can bring great satisfaction, because the efforts and involvement accorded to it give education meaning and authenticity.[1]

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[1] Pierre Angers and Colette Bouchard, "L'activité éducative," Relations, septembre 1985, p. 220. (This citation is a free translation).

ACKNOWLEDGEMENTS

We wish to thank all the people who contributed to the production of this document, in particular:

- those who participated actively in the discussion sessions organized as part of the production of this document:

Gaston Bernier	Direction générale des régions
Gilles Boisvert	Direction régionale de l'Abitibi-Témiscamingue
Lorraine Boutin	Direction de la formation générale
Marielle Ducharme	Commission scolaire Beauport
Normand Ducharme	Direction de l'adaptation scolaire
Diane Lamothe	Direction régionale de l'Estrie
Jean-Louis Lebeuf	Direction régionale de Québec
Andrée Lebel-Richard	Commission des écoles catholiques de Montréal
Nicole Lirette	Direction générale de l'évaluation
Laurette Massé	Direction de l'enseignement catholique
Maurice Morand	Direction générale des programmes
James Sullivan	Direction de l'enseignement protestant
Nicole Tardif	Direction générale des régions

- the following teachers of the Commission scolaire catholique de Sherbrooke whose contribution was to ensure that this document was well founded in everyday reality:

Blandine Asselin	Louisette Béliveau
Maurice Bellemare	Jeannine Bégin
Germaine Bernier	Nicole Boisvert
André Drouin	Aline Langdeau
Gisèle Légaré	Denise Lessard
Marcel St-Amand	

- those who made this document graphically interesting and intelligible through their work in typing and layout:

France Belleau	Direction régional de l'Estrie
Lise Parent	Direction générale des programmes
Céline Auger	Direction de la formation générale
Odette Chamard	Direction de la formation générale

- those who worked on the English version:

Translation: Howard Scott	Education Development in the English Language
Adaptation: Marjorie Gawley	Education Development in the English Language

APPENDIX

SELF-ASSESSMENT SCALE

SELF-ASSESSMENT SCALE

The elements listed here are intended to facilitate the introduction of integrated studies as a method of planning and organizing teaching.

KNOWLEDGE

1. The programs	Very well	More or less	To be improved	Suggestions
I know the programs I am to teach, i.e.:	_____	_____	_____	
• the obligatory terminal objectives for my grade,	_____	_____	_____	
• the indicators, criteria or factors that permit me to judge attainment of these objectives,	_____	_____	_____	
• the specific nature of each program for which I am responsible,	_____	_____	_____	
• the links and relations among the various objectives of each program,	_____	_____	_____	
• the links, relations and cross-overs among the objectives of the different programs for which I am responsible,	_____	_____	_____	
• the links with the objectives of the higher and lower grades.	_____	_____	_____	

2. The students	Very well	More or less	To be improved	Suggestions
• I know the interests of my students and their concerns and experiences outside the classroom.	_____	_____	_____	
• I know the characteristics of the intellectual, social and emotional development of children in my grade.	_____	_____	_____	
• I know the characteristics of the intellectual, social and emotional development of students in higher and lower grades.	_____	_____	_____	
• Other.	_____	_____	_____	
3. The teacher				
• I know my own views on education, i.e. how I believe children learn and what teaching strategies I consider to be the most helpful.	_____	_____	_____	
• I know my strengths and weaknesses as a teacher.	_____	_____	_____	
• I know the "aims" I am pursuing, i.e. what kind of student I want to develop (in terms of knowledge, skills, attitudes, or all three).	_____	_____	_____	
• Other.	_____	_____	_____	

ATTITUDES	Very well	More or less	To be improved	Suggestions
• My attitude with my students is one of openness, willingness to listen, understanding, and respect.	_____	_____	_____	
• I have confidence as a teacher.	_____	_____	_____	
• I value humour.	_____	_____	_____	
• I value differences among individuals, interests, work methods, both among my students and my colleagues.	_____	_____	_____	
• I value change.	_____	_____	_____	
• I value the personal development of both adults and children.	_____	_____	_____	
• I am willing to learn.	_____	_____	_____	
• Other.	_____	_____	_____	

SKILLS	Very well	More or less	To be improved	Suggestions
• I know how to find motivational activities to stimulate students' interest.	_____	_____	_____	
• I know how to call upon the students' resources and provide opportunities for applying them in the classroom.	_____	_____	_____	
• I know how to use everyday events as learning contexts.	_____	_____	_____	
• I have interests and pastimes other than teaching.	_____	_____	_____	
• I incorporate my interests in my teaching, i.e. I tell my students about them, I use them as motivational activities, themes, etc.	_____	_____	_____	
• I know how to identify and develop teaching material that calls for research, creativity, and exploration (i.e. other than exercise sheets).	_____	_____	_____	
• I know how to lead exchanges and discussions with and among students.	_____	_____	_____	

SKILLS (continued)

	Very well	More or less	To be improved	Suggestions
• I know how to clearly identify my intentions and the objectives I am pursuing when I suggest a learning activity, a project, or a problem to be solved.	_____	_____	_____	
• I know how to involve students in decisions about themes, issues, projects, and activities.	_____	_____	_____	
• Other.	_____	_____	_____	

N.B. The following documents were consulted in the process of preparing this rating scale:

André Paré and Thérèse Laferrière, Inventaire des habiletés nécessaires dans l'enseignement au primaire, (Ste-Foy: Centre d'intégration de la personne, 1985).

École Coeur-Immaculée, C.S.C.S., Sondage auprès des enseignant(es) de l'école Coeur-Immaculée pour leur permettre de se situer par rapport à l'implantation des programmes. (unpublished, 1985).

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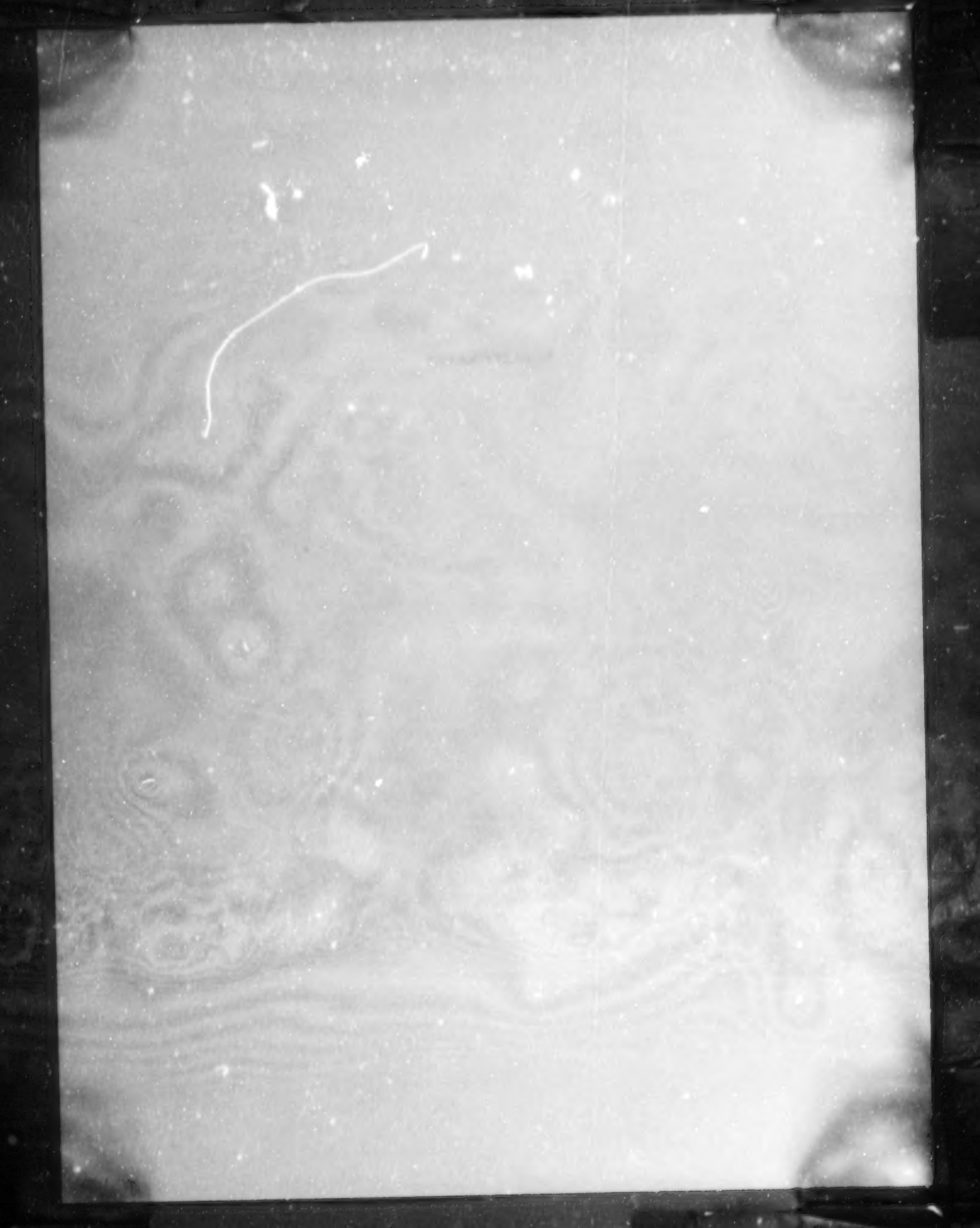

D'Hainaut, Louis. **Des fins aux objectifs de l'éducation: Conception et élaboration des programmes.** Paris: Fernand Nathan, 1983, pp. 95-141.

Many new teaching approaches have developed in recent years. In order to understand their advantages and drawbacks, the author provides detailed portraits of various approaches. A good introduction to the complex subject of integrated studies.

D'Hainaut, Louis. Ed. **Programmes d'études et éducation permanent.** Paris: Presse de l'UNESCO, 1979, pp. 205-233.

Gozzer, Giovanni. "Un concept encore mal défini: l'interdisciplinarité." **Perspectives** (UNESCO), 7, No. 3 (1982), pp. 299-311.

Do the new programs facilitate or hinder interdisciplinary teaching? The author sees the various disciplines as instruments and opportunities indispensible to the development and education of responsible individuals.

Nantel, Liliane. "L'intégration des matières à partir des sciences de la nature." **Vie pédagogique.** No. 26 (octobre 1983), p.p. 8-11.

In practice, the organization of teaching requires choices and decisions. This articles presents one teacher's approach.

Organisation de coopération et de développement économique (OCDE). **L'interdisciplinarité, problèmes d'enseignement et de recherche dans les universités.** Paris: Centre

pour la recherche et l'innovation dans l'enseignement, 1972.

Piaget, Jean. "Classification des disciplines et connexions interdisciplinaires." Revue internationale des sciences sociales, 16 (1964), pp. 599-616.

Covers various ways of approaching a subject. Programs are not principles of organization, but a practical division of school subject matter. They do not necessarily represent the best way of organizing teaching.

Gouvernement du Québec
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de l'Éducation

ISBN 2-550-[illegible]
18-0000-13A